

**STRATEGIC SCHOOL PROFILE 2008-09**

High School Edition

# Amity Regional High School

## Regional School District 05

CHARLES D. BRITTON, Principal  
 KIMBERLY VIGLIOTTI, Asst. Principal  
 MARIETTA MATTEI, Asst. Principal  
 ROBERT G. COLE, Asst. Principal  
 Telephone: (203) 397-4830

Location: 25 Newton Road  
 Woodbridge,  
 Connecticut

Website: [www.amityregion5.org](http://www.amityregion5.org)

This regional school district serves Bethany, Orange, Woodbridge

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education

School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 1,657

5-Year Enrollment Change: 40.4%\*

\*Between 2003 and 2008, grades changed

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District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	36	2.2	6.3	26.0
Students Who Are Not Fluent in English	4	0.2	0.9	3.3
Students Identified as Gifted and/or Talented	97	5.9	6.9	4.7
Students with Disabilities	160	9.7	9.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	56	8.0	14.2	19.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	21.0	19.1	18.7
Biology I	19.2	20.0	19.3
English, Grade 10	19.9	19.8	19.1
American History	18.2	20.8	19.9

**Language Instruction:** Instruction was offered in the following language(s): French, Latin, Mandarin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,021	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	35.6	30.5

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	20.0	21.8	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	98.2	94.1
Chemistry	94.2	73.6
4 or More Credits in Mathematics	87.6	65.5
3 or More Credits in Science	98.0	91.1
4 or More Credits in Social Studies	74.6	55.4
Credit for Level 3 or Higher in a World Language	94.4	60.6
2 or More Credits in Vocational Education	45.9	59.2
2 or More Credits in the Arts	85.8	41.6

### Class of 2008

This school required more than the state minimum number of credits for graduation in health.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.9	3.3
% of Gifted and/or Talented Students Who Received Services	6.2	52.6	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	83.8	75.9	72.6

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	3.8	2.9	2.4
% of Computers with Internet Access	100.0	97.0	99.2
% of Computers that are High or Moderate Power	100.0	99.8	98.8
# of Print Volumes Per Student*	10.9	15.1	16.0
# of Print Periodical Subscriptions	70	64	48

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:** This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

## SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		115.60
Paraprofessional Instructional Assistants		0.00
Special Education: Teachers and Instructors		10.00
Paraprofessional Instructional Assistants		11.00
Library/Media Specialists and/or Assistants		4.60
Administrators, Coordinators, and Department Chairs		8.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		3.00
Counselors, Social Workers, and School Psychologists		14.00
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		37.16

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.9	14.0	13.8
% with Master's Degree or Above	81.2	81.9	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.9	7.4	8.4
% Assigned to Same School the Previous Year	89.5	87.8	87.0

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Amity Regional High School is committed to ensuring that parent(s)/guardian(s) play an integral role in the development of school programming and are provided with the skills and resources necessary to support the extension of student learning from school into the home. Parent(s)/guardian(s) are actively engaged in the school through participation on the Parent Teacher Student Association (PTSA) and the Amity High School Booster Clubs. Parent/guardian representatives also serve on the Regional 5 District Steering Committee which plays a direct role in vetting and approving all school improvement initiatives related to school organization, as well as curriculum, instruction, and assessment. The Amity Regional High School administration, faculty, and staff works diligently to ensure that parents are provided ongoing communications regarding student academic performance, and are provided the skills and direction necessary to support student learning in the home. To that end, a number of programs are available to parents throughout the year. These programs include back-to-school nights, freshmen parent orientations, and parent conferences. These annual programs are supplemented by as-needed parent conferences organized by guidance counselors to address individual student concerns throughout the year. Parent(s)/guardian(s) of students with special needs, or students who are struggling, are invited to participate in PPT's and 504 meeting, or Student Study Team (SST) meetings. SST meetings are designed to provide academic support to regular education students who are struggling. To ensure that parents are kept apprised of student academic performance, Amity High School teachers have been provided the tools and supports necessary to effectively interact with parent(s)/guardian(s). Amity High School teachers are provided access to, and are expected to regularly use, communication vehicles which enable them to communicate with parents regularly. Examples of these communication tools include quarterly report cards, quarterly progress reports, web-based postings, email, and telephone calls. The district recently made a substantial investment in a new student data management system called iPASS. One of the modules available in iPASS will allow parents to access student academic records, attendance records, and discipline records through a confidential online module. Finally, the open-door policy and ongoing communication from the high school administration ensures that parents are informed about student behavior and attendance concerns. These individualized communications are supplemented by general communications from the administration which recognize student success and school accomplishments.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	146	8.8
Black	41	2.5
Hispanic	50	3.0
White	1,418	85.6
Total Minority	239	14.4

**Percent of Minority Professional Staff:** 4.3

**Open Choice:** 10 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 2.2% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 13.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Amity Regional High School engages in numerous initiatives designed to reduce ethnic, economic, and racial isolation. During the 2008-09 academic year, 10 students from New Haven attended Amity Regional High School as part of the Open Choice Program. Open Choice students were provided structured academic and social support designed to ensure full inclusion in the mainstream program of studies, as well as co-curricular and extracurricular programs. The Open Choice program complements our efforts to expose Amity Regional High School students to diverse populations through participation in numerous magnet, charter, and partnership programs. During the 2008-09 academic year, 26 Amity Regional High School students participated in the Education Center for the Arts program in New Haven. Students at Amity Regional High School were also permitted to take classes at Yale University, Southern Connecticut State University, and Gateway Community College. Each of these partnership and collaborative programs provided Amity students the opportunity to interact with students from a wide range of racial, ethnic, and socio-economic backgrounds. During the 2008-09, 36 seniors spent a portion of their spring semester participating in the Amity Regional High School Senior Internship Program. The Senior Internship Program provided structured support which, in addition to career skill development, focused on diversity in the workplace. Beyond these enriching direct contact programs, Amity Regional High School sponsors numerous clubs and activities designed to reduce racial, ethnic, and economic isolation. A sampling of these clubs and groups include: Israeli-American Club, Muslim-American Club, Asian Club, Habitat for Humanity, Italian-American Club, Southern Connecticut Conference Diversity League, and PLAHD. Each of these clubs sponsor numerous activities, events, and field trips throughout the year specifically designed to reduce racial, ethnic and cultural isolation in the Amity community. Additionally, Amity Regional High School has made a concerted effort to ensure that diversity studies are meaningfully woven throughout the core curriculum in all Social Studies and English courses.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	43.8	39.9	65.4

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	22	10.0
% of Grade 12 Students Tested	33.3	21.2
% of Exams Scored 3 or More*	89.1	72.8

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	72.7	47.4	90.3
Writing Across the Disciplines	77.2	55.0	88.2
Mathematics	64.3	47.8	75.4
Science	59.5	42.8	78.9

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	551	507	88.4
Critical Reading	545	503	90.1
Writing	559	506	91.2
% of Graduates Tested	94.4	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	98.3	92.1	78.7
Cumulative Four-Year Dropout Rate for Class of 2008	1.7	6.6	75.3
2007-08 Annual Dropout Rate for Grade 9 through 12	0.8	2.5	60.0

Activities of Graduates	School	State
% Pursuing Higher Education	94.7	84.1
% Employed, Civilian and Military	3.0	11.0

Student Attendance	School	State High Schools
% Present on October 1	95.4	94.6

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 132 students were responsible for these incidents. These students represent 7.9% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	4	0
Personally Threatening Behavior	2	0
Theft	11	0
Physical/Verbal Confrontation	29	0
Fighting/Battery	9	0
Property Damage	1	0
Weapons	4	0
Drugs/Alcohol/Tobacco	13	0
School Policy Violations	259	0
Total	332	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

This year, the bulk of Amity Regional High School's school improvement planning and activities revolved around recommendations contained in the New England Association of Schools and Colleges (NEASC) Report of the Visiting Committee. In October 2008, Amity Regional High School hosted a visiting committee from the NEASC. This visiting committee drafted a decennial reaccreditation report. The report narrative, as well as the associated commendations and recommendations, have served as the blueprint for ongoing school improvement initiatives. A copy of the NEASC Report of the Visiting Committee is available on the district website. School improvement initiatives of particular importance to the school and community include focus on the revision of Amity Regional High School's leveling system. To lay the groundwork for a stronger program of inclusion, Amity Regional High School has engaged in the process of planning, preparation, and training necessary to provide teachers the professional development and support required to create a more inclusive environment. This process includes training in differentiated instruction and assessment, as well as training in effective models of co-teaching. Other school improvement plans and activities involve plans to revise the high school schedule, implementation of Response to Intervention (RTI) tiered support, creation of formative assessments and associated data-driven analysis and decision making, training in pedagogy supported with technology, and the district-wide literacy initiative.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

All performance indicators (e.g. standardized test scores, percentage of students going on to 2 & 4 year colleges, drop out rate, etc..) indicate that Amity students are meeting with success and that the programmatic capacity of Amity High School is well calibrated to ensure that students are offered a high quality academic experience. The Amity Regional High School Program of Studies continues to offer opportunities in-house and through our partnership programs which ensures that the school is living its mission to ensure that "Amity High School teaches all students to think critically and creative and to develop their potential through a diverse program of courses and activities that help them mature into productive and responsible citizens." Beginning with the 2009-10 school year Amity Regional High School will begin a community service graduation incentive program which will provide student resources and support necessary for them to incorporate volunteer service into their school programming. Finally, the school community is continuing an investigation into the feasibility of adding an 8th period to the school schedule. The addition of an 8th period to the school schedule will open the Program of Studies and allow more students to take advantage of the numerous core and elective courses offered at Amity Regional High School.

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